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Action

Professional Services Committee

Proposed Program Standards for the Preparation of Teachers with a Bilingual Authorization

Executive Summary: This agenda item presents for adoption the proposed program standards for the preparation of teachers with a bilingual authorization.

Recommended Action: Staff recommends Commission adoption of the proposed Bilingual Program Standards.

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Strategic Plan Goal: 1

Promote educational excellence through the preparation and certification of professional educators

♦ Sustain high quality standards for the preparation and performance of professional educators and for the accreditation of credential programs.

Proposed Program Standards for the Preparation of Teachers with a Bilingual Authorization

Introduction

At the October 2007 meeting, the proposed Bilingual Program Standards were presented to the Commission for information (http://www.ctc.ca.gov/commission/agendas/2007-10/2007-10-3B.pdf). Subsequently, staff solicited stakeholder feedback on the proposed standards. The field input was reviewed by the Bilingual Certification Design Team (BCDT) in December 2007, and as a result of the field input several revisions to the proposed standards were made. The revised standards are now being presented to the Commission for adoption.

Background

In June 2005, the Bilingual Certification Advisory Work Group began its work and considered the following policy questions:

1. Should the Commission explore alternatives to the current route to bilingual certification for already-credentialed teachers?
2. How shall the Commission maintain a structure for bilingual certification for those candidates who are in the process of earning a credential?
3. Given the increased number of languages spoken by students in California classrooms, how can the Commission provide bilingual certification for more languages?
4. How should newer models of instruction be considered in the development of updated requirements for bilingual certification?

An agenda item presented at the June 2006 Commission meeting, http://www.ctc.ca.gov/commission/agendas/2006-05/2006-05-agenda.html, contained the work group's recommendations in response to these four policy questions.

The Bilingual Certification Advisory Work Group was subsequently reconstituted as the Bilingual Certification Design Team (BCDT). The BCDT has completed the following tasks:
- Developed a set of knowledge, skills and abilities (KSAs) upon which both the examination and program route to bilingual certification would be based
- Developed draft program standards based upon the KSAs
- Solicited and reviewed input from the field regarding the draft program standards

After the October 2007 Commission meeting, the draft standards were posted for stakeholder feedback. Twenty-six responses were submitted to the Commission regarding the draft program standards from faculty members, K-12 practitioners and advocacy groups. The BCDT met on

December 14 in order to review the stakeholder feedback and propose revisions to the draft standards.

Revision to the Standards Based on Stakeholder Feedback
The standards presently proposed for consideration and adoption by the Commission are provided in Appendix A. These proposed standards differ from the October 2007 version presented for information. When the standards were presented at that time, the structure of the proposed standards included "Essential Questions." Since programs will be held accountable to the key ideas in the standard statement itself and not to each Essential Question, staff and the BCDT worked to find a new name for these questions that more accurately reflects their role in the program planning and approval process. The former Essential Questions are now called *Program Planning Questions* and are designed to be used by prospective programs in planning the bilingual preparation program.

In addition, the BCDT reviewed each question and decided to combine some of the questions or delete others. The group retained only the most important questions as the Program Planning Questions. Lastly, the BCDT made edits to four of the six standards. These revisions are identified in Appendix B.

Proposed Implementation of the Bilingual Program Standards
A major objective of revising approaches to bilingual certification has been to allow candidates to earn the authorization through a variety of routes (program alone, a combination of program and examination, and examination alone). At this point, the Commission does not have statutory authority to offer a bilingual authorization route independent of the concurrent BCLAD emphasis program. BCLAD emphasis programs are currently approved to run concurrently with SB 2042 programs; however, these programs are subject to the statutorily-defined unit limitation for teacher preparation programs. The continuation of the BCLAD Emphasis program has been considered to be a temporary solution until the full implementation of the Commission's bilingual authorization recommendations. Given this situation, a parallel process to the work of the standards development has been to work towards gaining the appropriate legislation in order to fully implement the standards for both SB 2042 candidates in previously-approved concurrent BCLAD emphasis programs and SB 2042 credentialed teachers who want to add a bilingual authorization.

The implementation of the standards, therefore, will necessarily be in two parts. First, effective upon Commission adoption, those programs that offer bilingual authorization concurrent with an approved SB 2042 program may begin to plan and submit program updates addressing the new standards but that remain within the unit cap.

Second, upon approval of legislation allowing an independent program route to bilingual certification, an agenda item will be presented to the Commission to expand the use of the bilingual program standards so that additional SB 2042 approved programs may submit for concurrent or post-credential programs through any combination of program alone or program plus examination.

Recommended Action
Staff recommends that the Commission adopt the proposed Bilingual Program Standards for the preparation of bilingual teachers for California public schools.

Staff recognizes the efforts of and wishes to thank the members of the Bilingual Certification Design Team. They met regularly, added their perspectives to the many issues involved and were instrumental in connecting the work of the team to the thoughts, ideas and practices of the field. The members of the BCDT are listed in Appendix C of this agenda item.

Appendix A
Proposed Bilingual Program Standards

Program Standards

Standard 1: Program Design
The design of the professional bilingual teacher preparation program follows from an explicit statement of program philosophy and purpose and is coordinated effectively in accordance with a cohesive design that has a cogent rationale. The program philosophy articulates a clear understanding of the instructional needs of learners in bilingual settings. The sponsoring institution shows a high priority to the program by providing appropriate support for the program and a demonstrated commitment to teacher preparation and to bilingual education. The program has a leadership team whose members are qualified in the areas of teacher preparation and bilingual instruction. The program demonstrates initial and ongoing collaboration with local school districts in order to reflect the needs of teachers serving in bilingual programs at the local and state level. This on-going coordination between the bilingual program and other teacher development programs is designed to strengthen the learning-to-teach continuum for teachers of learners in bilingual classroom. The curriculum is designed around the Knowledge, Skills, and Abilities (KSAs) for Bilingual Methodology and Culture. It provides candidates with a depth of knowledge regarding current research-based theories and research in academic and content literacy in two languages, building upon both SB 2042 and California Teachers of English Learners (CTEL) competencies. The program shows candidates how to help learners to access the K-12 grade level content instruction and how to provide benchmarks of English Learners' progress toward meeting standards as defined in the California Curriculum Frameworks (2006). The design of the program clearly indicates the options for completion of the program in a concurrent model and/or as a post-credential model.

Standard 2: Assessment of Candidate Competence
Prior to recommending each candidate for a bilingual authorization, one or more persons responsible for the program determine on the basis of thoroughly documented evidence that each candidate has demonstrated a satisfactory performance on the full range of program standards including language proficiency as they apply to bilingual authorization. During the program, candidates are guided and coached on their performance in bilingual instruction using formative assessment processes. Verification of candidate's performance is provided by both institutional and field-based individuals with bilingual expertise and/or possessing bilingual authorization.

Standard 3: The Context for Bilingual Education and Bilingualism

The professional bilingual teacher preparation program provides candidates with knowledge of the history, policies, programs, and research on the effectiveness of bilingual education and bilingualism in the United States. The program develops candidates who demonstrate understanding of the philosophical, theoretical, legal and legislative foundations of bilingual education and their effects on program design and educational achievement.

Candidates apply knowledge of the research on the cognitive effects of bilingualism and biliteracy as developmental processes in instructional practice. Candidates understand and apply research and its effects on the dimensions of learning in bilingual education program models. The program prepares candidates' knowledge of the transferability between primary and target language with the understanding that the level of transferability is affected by the level of compatibility and may vary among languages.

The program prepares candidates to actively promote authentic parental participation that includes learning about school systems, assuming leadership roles and affecting policy. The program promotes candidates' understanding of the family as a primary language and cultural resource. Candidates are cognizant that students' motivation, participation and achievement are influenced by an intercultural classroom climate and school community.

PROGRAM PLANNING QUESTIONS

3.1 How does the program ensure that candidates develop understanding of the philosophical, theoretical, and research bases for bilingual education, including knowledge of the historical and legal foundations of bilingual education in the United States (e.g., Elementary and Secondary Education Act [ESEA], Lau v. Nichols, Castañeda v. Pickard) and California (e.g., Méndez v. Westminster, Proposition 227, Williams v. State of California) and their effects on bilingual education programs?

3.2 How does the program ensure that candidates can analyze the effects and impact of federal, state and local policies on the measurement of educational achievement of students in bilingual programs?

3.3 How does the program help candidates to develop understanding of the theoretical foundations, practice, limitations, and effects of the deficit perspective of bilingual education (e.g., viewing the primary language as an obstacle, limiting use of the primary language, promoting assimilation in the target culture) and the enrichment perspective of bilingual education (e.g., viewing the primary language as a right and an asset, promoting the development of bilingualism and biculturalism, promoting acculturation to the target culture?

3.4 How does the program provide guidance for philosophical, theoretical, and research bases for bilingual education, including the characteristics, components, benefits, and limitations of research-based program models of bilingual education (e.g., dual-language, one-way immersion, two-way immersion, transitional bilingual education, maintenance bilingual education, heritage language education)?

3.5 What components of the program prepare candidates to develop and apply knowledge of metacognitive and metalinguistic processes (e.g., choosing the appropriate language to use in a given situation, evaluating similarities and differences between languages, transferring linguistic knowledge between languages) and roles of code-switching, language mixing and interlanguage in the development of bilingualism and biliteracy?

3.6 What components of the program support teachers to understand brain research on the developmental processes of bilingualism and biliteracy, and apply knowledge for appropriate language use and usage (e.g., translation, language allocation by program model) when interacting with students at different developmental stages of bilingualism and biliteracy?

3.7 How does the program develop each candidates' understanding of the transferability of language and literacy skills and the acquisition of content and context knowledge between the primary and target languages, including ways in which language transfer can be affected by the level of compatibility between the primary and target language?

3.8 How does the program incorporate opportunities for candidates to apply knowledge of the use of contrastive analysis (i.e., comparing and contrasting similarities and differences, including nonexistent features, in the phonology, morphology, syntax, lexicon, and usage of different languages) to facilitate development of listening, speaking, reading, and writings skills in the primary and target language?

3.9 How does the program prepare candidates to enhance school-home partnerships, and assist in identifying and using community resources? (i.e., candidates support families to contribute their knowledge to culturally inclusive institutions and participate in school forums and organizations)

3.10 How does the program prepare candidates for effective, two-way communication with families through the appropriate medium (e.g. parent conferences, phone, home visits, written communication, e-mail, and videos in the primary language) on matters of students success, the family's educational goals, guidance, notification of rights, placement and program options; understanding student achievement and assessment results; parent roles in supporting student achievement; school and district policies and parent opportunities to influence school policy?

3.11 How does the program promote the candidates' understanding of cultural influences on learning and teaching in bilingual program settings and the understanding of the effects of intercultural communication on school/community climate, student motivation, participation and achievement?

Standard 4: Bilingual Methodology
The bilingual teacher preparation program prepares bilingual candidates to understand the interrelatedness among the four domains of language (listening, speaking, reading, and writing) and to know language forms and functions. The program also prepares candidates to plan, develop, implement and assess standards-aligned content instruction in the primary and target language. Candidates are prepared to employ a variety of instructional and assessment strategies, appropriate to student language proficiency levels, that foster higher-order thinking skills. The program ensures that bilingual candidates have knowledge of bilingual instructional models, instructional strategies and materials to appropriately apply them to their instructional and assessment practices. In addition, programs develop bilingual candidates' understanding of knowledge of intercultural communication and interaction that is linguistically and culturally responsive. The bilingual teacher preparation program further prepares candidates to evaluate, select, use and adapt state-board adopted and state-board approved materials, as well as other supplemental instructional materials. The program provides opportunities for teacher candidates to demonstrate the ability to use a variety of criteria for selection of instructional materials, to assess the suitability and appropriateness for local context and to augment resources when they are not suitable or available.

PROGRAM PLANNING QUESTIONS

4.1   How does the program design and develop the candidates' understanding of the applications, benefits and limitations of different bilingual program models?

4.2   How does the program provide candidates the understanding of ways in which variations in students' primary languages (e. g, dialectal and/or tonal differences, use of vernacular forms) can be used to facilitate the development of social and academic language?

4.3   How does the program ensure that candidates apply knowledge of language structures (e.g., word roots, prefixes, suffixes), forms (e.g., registers) and functions (e.g., informing, describing, persuading) to develop and deliver effective language and literacy instruction in the primary and target languages?

4.4   How does the program ensure that candidates demonstrate knowledge of literary analysis in appropriate genres and forms, and their significance for planning, organization, and delivery including strategies to provide differentiated instruction in primary and target language instruction based on student proficiency levels.

4.5   How does the program ensure that candidates demonstrate understanding of the roles, purposes and uses of standardized and non-standardized primary and target language assessments in bilingual education settings in order to interpret the results to plan, organize, modify and differentiate instruction in the appropriate language(s) in bilingual education settings?

4.6   How does the program ensure that candidates demonstrate the ability to evaluate and incorporate technology to develop students' literacy in the primary and target languages as well as to evaluate the effectiveness of technology for literacy development?

4.7 How does the program ensure that candidates demonstrate knowledge of strategies for aligning instruction with California K-12 content standards and frameworks appropriate to grade-level expectations and students' language proficiency in the primary and target languages?

4.8 How does the program ensure that candidates demonstrate understanding of the interrelatedness of language and literacy development in order to plan, select and use a variety of strategies for developing students' content-area knowledge and skills in bilingual education settings including language and grade-level content objectives in lesson, providing linguistic scaffolding and activating background knowledge and experiences?

4.9 How does the program ensure that candidates demonstrate understanding of a variety of instructional approaches that foster student engagement and interaction and the development of higher-order thinking skills (e.g., analysis, inference, synthesis, evaluation) and facilitate students' understanding and use of content-specific language functions (e.g., analyzing, comparing and contrasting, persuading, citing evidence, making hypotheses) in oral and written forms of the primary and target language?

4.10 How does the program ensure that candidates demonstrate understanding of ways in which students' life experiences (immigrant or refugee experience, prior educational experiences, oral tradition), language development, and language variations can be used to foster content learning in the primary and target languages?

4.11 How does the program ensure that candidates demonstrate the ability to select, develop and/or adapt, administer and interpret a variety of content assessments in order to plan, organize and differentiate instruction in bilingual settings?

4.12 How does the program ensure that candidates have the ability to reflect upon and implement effective practice that fosters the development of biliteracy through content instruction?

4.13 How does the program promote the candidates' understanding of central concepts of intercultural communication including patterns of nonverbal communication, oral and written discourse and origins of dialectical and/or tonal variations and their influence on standard academic language development?

4.14 How does the program ensure that candidates demonstrate the ability to review and evaluate materials, to identify potential areas of offense or bias (e.g., race, class, gender, religion, country of origin) and to ensure appropriate representation of linguistic and cultural diversity within and across language and cultural groups?

4.15 How does the program ensure that candidates demonstrate the ability to develop, adapt, evaluate, and/or align primary and target language materials, content standards and curriculum frameworks?

4.16 How does the program ensure that candidates demonstrate the ability to evaluate and select state-adopted and state-approved textbooks, and supplementary materials in primary and target language for bilingual education settings based on a variety of criteria including appropriateness for instructional purpose, alignment with curriculum, student and community needs and level of academic language?

Standard 5: Culture of Emphasis
The professional bilingual teacher preparation program develops candidates' knowledge of the traditions, roles, status, and communication patterns of the culture of emphasis as experienced in the country or countries of origin and in the United States. Included in that knowledge is the understanding of crosscultural, intercultural and intracultural relationships and interactions, as well as contributions of the culture of emphasis in California and the United States. Also included is the knowledge of major historical events, political, economic, religious, and educational factors that influence the socialization and acculturation experiences of the target groups in the California and the U.S. Candidates demonstrate knowledge of the country/countries of origin, including geographic barriers, demographic and linguistic patterns, and the ways in which these affect trends of migration, immigration and settlement in the United States.

PROGRAM PLANNING QUESTIONS

5.1   How does the program curriculum develop the candidates' knowledge and understanding of significant geographic, demographic, sociocultural and economic factors of the country/ countries of origin and the effect these factors have on language, cultural and social variations within the culture of emphasis in California and the U.S.?

5.2   How does the program's curriculum account for the candidates' understanding of historical and contemporary immigration/migration and settlement/resettlement patterns among the culture of emphasis in the country/countries of origin and the United States, including the influence of economic globalization patterns?

5.3   How does the program's curriculum provide candidates with knowledge of the major historical eras, movements and developments of the country/countries of origin and help the candidates to analyze and understand the influences of those historical events on the culture of emphasis in California and the U.S.?

5.4   How does the program help candidates to recognize the primary social and political structures within the country/countries of origin, and demonstrate understanding of the beliefs, values, and contributions of various groups, including indigenous populations, to the culture of emphasis in California and the U.S.?

5.5   How does the program curriculum prepare the candidates regarding the effects of historical and social factors (e.g., economic, political, religious, class structure) of the country/countries of origin and help the candidates to analyze and understand the influences of these factors on the culture of emphasis in California and the U.S.?

5.6   How does the program prepare candidates to understand that the roles and status   of   an individual (i.e., economic, gender, racial, ethnic, social class, age, education level) influence inter- and intracultural relationships and how those factors affect the process of acculturation in California and the U.S.?

5.7   How does the program prepare candidates to demonstrate understanding of the educational system in the country/countries of origin and how they are able to analyze ways in which these systems and structures have influenced their involvement in schools of the United States?

Standard 6: Assessment of Candidate Language Competence
The institution must verify, during the program or at its completion that the candidate has attained, in listening, speaking, reading and writing a language proficiency level that is equivalent to a passing score on the appropriate CSET: LOTE language examination. The program creates clear guidelines by which the candidate will be assessed.

PROGRAM PLANNING QUESTIONS

6.1   How does the program use multiple measures of assessment including oral and written examinations and authentic performance-based assessments such as presentation, research projects, portfolios, lesson-planning activities, and instructional delivery?

6.2   How does the program ensure that each candidate being recommended for the authorization meets the appropriate language proficiencies?

Appendix B
Revisions to the Proposed Standards

Below are the revisions made to the proposed Bilingual Program Standards as a result of the discussion of the BCDT and comment from the field. The revisions below are in addition to the revised format change reframing "Essential Questions" to "Program Planning Questions."

Standard 1
- First sentence: The words "<u>professional bilingual teacher preparation</u>" were added before the word "program."

Standard 2
- No changes

Standard 3
- Some phrases were deleted in order to add more active language to the standard.
- One question was eliminated.

Standard 4
- First sentence: "The bilingual teacher preparation program prepares bilingual candidates to understand the interrelatedness among the four domains of language *insert* (<u>listening, speaking, reading and writing</u>)…"
- Sentence in the middle of the paragraph: "The program ensures that bilingual candidates have knowledge of ~~school and district~~ bilingual instructional models, instructional strategies and materials to appropriately…"
- Eleven questions were combined with others or eliminated.

Standard 5
- Insertion of "California" in some places in the standard.
- Eight questions were combined with others or eliminated.

Standard 6
- No changes

Appendix C
Members of the Bilingual Certification Design Team

Harold Acord	Spanish Teacher	Moreno Valley School District California Teachers Association
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